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| Subject: Media  The Arts | Name: | Grade: |
| Summative Assessment: Kung Fu Panda Sound Design  Assessed Criteria: A, B, C, | | Due Date: |
| **Overview of the Task:**  From the Wiki download the Kung Fu Panda clip. Individually Edit the clip into a 30 to 1 minute trailer. Create an original sound design for your trailer including dialog, sound effects, foley and background music. | | |

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| **Specific task guidelines:**  1. Edit Raw footage into clip of 30 sec. to 1 minute.  2. Plan your individual sound design  3. Using the external recorders record dialog, foly and background sounds  4. Use Free Music archive for music or record your own original work.  5. Use the editing program of your choice to put together your sound design  **Formative assessment:**  1. Edit clip and create a sound design plan.  2. Document your creative choices in your Process Journal  3. Submit a draft for feedback   |  |  |  | | --- | --- | --- | | **Objective A: Knowing and Understanding** | iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | **What does this look like?**  **I can…** Use editing programs and external sound recording to create a sound design for a movie trailer. | | **Objective B:**  **Developing Skills** | i. demonstrate the acquisition and development of the skills and techniques of the art form studied  ii. demonstrate the application of skills and techniques to create, perform and/or present art. | **What does this look like?**  **I can…** Use live foley sounds to create a sound design.  Combine and edit sounds to make an effective sound design. | | **Objective C: Thinking Creatively** | i. develop a feasible, clear, imaginative and coherent artistic intention  ii. demonstrate a range and depth of creative-thinking behaviours  iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. | **What does this look like?**  **I can…** Create a film clip that has a clear identifiable artistic intention. Document and explore in my process journal alternative ways to achieve my artistic intention.  Justify in my process journal why I have made artistic choices in my final product. | |

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| **Achievement Level** | **Criterion A: Knowing and Understanding**  **Level Descriptor** | **Criterion B: Developing Skills**  **Level Descriptor** | **Criterion C: Thinking Creatively**  **Level Descriptor** | **Criterion D: Responding**  **Level Descriptor** |
| **0** | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. |
| **1-2** | 1. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. demonstrates **limited** understanding of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. | 1. develops a **limited** artistic intention that is **rarely** feasible, clear,  imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviours 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. | 1. constructs **limited** meaning and **may** transfer learning to new settings 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. presents a **limited** critique of the artwork of self and others. |
| **3-4** | 1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. | 1. develops an **adequate** artistic intention that is **occasionally** feasible,  clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking  behaviours 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. | 1. constructs **adequate** meaning and **occasionally** transfers learning to new settings 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. presents an **adequate** critique of the artwork of self and others. |
| **5-6** | 1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject- specific terminology 2. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. | 1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. | 1. develops a **substantial** artistic intention that is **often** feasible, clear,  imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking  behaviours 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. | 1. constructs **appropriate** meaning and **regularly** transfers learning to new settings 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. presents a **substantial** critique of the artwork of self and others. |
| **7-8** | 1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. | 1. develops an **excellent** artistic intention that is **consistently** feasible, clear,  imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking  behaviours 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. | 1. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |

**Assessment Criteria Feedback: (This should be feedback on the actual assessment criteria. What did the student do well? How can the student improve?)**